

SCLA 102 Transformative Texts: Critical Thinking & Communication II: Modern World

Fall 2020

Focus - Connections -- The Ties That Bind

FOUR SECTIONS: MWF 10:30-11:20 (003) in Stanley Coulter 239

MWF 11:30-12:20 (006) in Felix Haas Hall B066

MWF 2:30-3:20 (034) in WALC B091

MWF 3:30-4:20(036) in WALC B093

Professor William White UNIV 110 Office Hours: MWF 9:40-10:10 and 1:20-2:10 and by appointment e-mail --- white660@purdue.edu phone 765-494-3680

“When I was a boy and I would see scary things in the news, my mother would say to me, ‘*Look for the helpers. You will always find people who are helping.*’” Mr. Rogers...

“If you’re an inch off on landing, no big deal. If you’re an inch off on takeoff, you miss the moon by a million miles.” Neil Armstrong, quoted in *ESPN The Magazine*, page 31, July 2019

“The people to fear are not those who disagree with you, but those who disagree with you and are too cowardly to let you know.” Napoleon Bonaparte, quoted by Deborah Grayson Riegel, CEO of Talk Support, *Chicago Tribune*, 2/22/18

“...human beings are 90% chimp and 10% bee. Like chimpanzees we are deeply concerned with our own welfare, tribal, and sometimes unafraid to resort to violence to get our own way. But at the same time we also have a more communal, beelike side to our nature. We can be groupish.... One of the saddest and most beautiful things you sometimes see in the spring is that if the (honey)bees run out of food, their cluster is intact ... because they all die at the same time. They share every bit of food right up until the end.” Sarah Rose Cavanagh, *Hivemind*, pages 6 and 19.

1) COURSE DESCRIPTION: OUR class will ask us to reflect, discuss, and occasionally disagree about issues raised in 5 texts (ranging from Lucy Kirkwood's challenging play *The Children* to a futuristic novel, *Feed*, which explores the opportunities and problems when a cell phone is attached to our brains (rather than our eyes). The best way to discuss our books, pod casts, speeches, etc. is to actually read/listen to them rather than getting a shorthand version from *Spark Notes*. **We will focus on oral communication.** Sometimes I will ask you to simply summarize; other times you will be giving formal thesis/debate presentations. Part of speaking is listening. We will often meet in small groups as we discuss the assigned reading for the day. I hope that our readings keep you questioning what you believe in – not to change your values but to make sure you truly understand why you believe what you do. **Many Supreme Court cases have involved Justices arguing that the best way to support your side is to have it challenged.**

SCLA 102 is based on the fundamental premise that great texts -- whether books, essays, poetry, speeches, film or digital media -- inform and inspire students, encouraging their creative and imaginative capacities, helping students see the world from different perspectives and broadening their worldview. In this class, we will examine a series of texts, speeches, videos etc. and **TRY TO RELATE THEM TO US TODAY!!**

SCLA 102 is part of Level I of the *Cornerstone Certificate Program*. It fulfills the Oral Communication requirement in the University Core Curriculum. It is dedicated to developing and enhancing the ability of students to convey information through oral presentations, advancing their understanding of the importance of rhetorical situations and choices; analyzing and constructing presentations for different audiences; gathering and evaluating sources for presentations and using visual aids effectively.

2) **LEARNING OUTCOMES:** Oral Communication

By the end of the semester, students will:

1. Demonstrate effective, professional delivery, designing and adapting appropriate verbal appeals through vocal intonation and non-verbal cues.
2. Distinguish and apply appropriate informative, persuasive, explanatory, interrogatory and argumentative strategies and techniques in the discussions and in formal presentations
3. Organize presentations with effective supporting materials.
4. Locate and evaluate effective sources of information.
5. Engage critically with transformative texts, drawing on multiple perspectives, including the individual, the historical, and the contemporary.

3) **REQUIRED TEXTS**

Please purchase the specific editions in the following list. Additional reading will be something you can access online or through Brightspace. Always bring what we are reading to class on the date that it is assigned.

Sherman Alexie, *Flight*, (Grover Press)

M. T. Anderson, *Feed*, (Candlewick Press Reprint Edition)

Lucy Kirkwood, *The Children*, (Theatre Communications Group)

Jeannette Walls, *The Glass Castle*, (Scribner, Reprint Edition)

Frederick Douglass, *Narrative of the Life of Frederick Douglass* (Dover Thrift Edition)

READINGS PROVIDED by Professor White or read online before class

The Federalist Papers, #10, by James Madison

Thomas Hobbes, *Leviathan*, excerpt

Robert Frost and Gwendolyn Brooks, poems

4) **GRADING IN SCLA 102**

First class presentation – Informative speech – **30 points** – **SPEECH # 1**

Second class presentation -- Persuasive speech -- debate – **50 points** – **SPEECH # 2**

One paper – **30 points**

One essay/discussion to be assigned for online learning after Thanksgiving Break – **20 points**

6-10 quizzes on the day's **assigned reading or what we watch, hear, or read in class** – **5-10 points each** --

Excused quizzes, (documented illness, school trips, etc.) will be made up by inserting your subsequent quiz. % into the excused slot)

GRADING SCALE: %

Excellent: A (94-100), A- (90-93)

Above Average: B+ (87-89), B (84-86), B- (80-83)

Average: C+ (77-79), C (74-76), C- (70-73)

Below Average: D+ (67-69), D (64-66), D- (60-63) – **These grades are not passing if you opt for P/N**
Below 60 is failing

5) **Class Policies** – I expect you to attend every class, reading done and reading in hand. All papers and oral presentations are due on the assigned dates – grade = 0 if you do not deliver your speech. Reason will prevail in enforcing this policy – e. g. car wreck, family emergency, etc. – you must notify me in a timely fashion if you miss a graded assignment. If you have special scheduling needs for religious observances see me during the first two weeks of class so that we can find alternative times for you to fulfill your course obligations. **“Ultimately students are responsible for all required coursework and bear full responsibility for any academic consequences that may result due to absences.”** (Purdue University Senate Document 6-5, March 19, 2007

You may leave your cell phones and tablets on during class in the event that a Purdue ALERT text message is sent, but use them only for class discussion when appropriate.

RESEARCH PAPER – VALUE 30 POINTS

Use examples from any American election (state, local, national) from 2012 -2020 to discuss whether the Constitution has eliminated the influence of factions as James Madison “promised” it would in *Federalist* # 10. Use newspapers, magazines, and/or books and journal articles to either refute or corroborate Madison. You must use two direct quotes from *Federalist* # 10 which I will hand out and we will discuss on September 9. For citations use Purdue OWL and/or see me for help **on what and how to cite. Hard copy due at the start of class on Wednesday, October 14. You will lose 2 points for every increment of 6 hours late.**

Mechanics for the Research Paper --- 12 font, double-spaced, with just your name and class time on the 1st page (no cover page or filler). Turn the paper in as a hard copy at the start of class on the date due. **I will be happy to help you with your paper.** The best way to do so is for you to give me a hard copy and then meet me during my office hours 1-2 days later. Or bring a hard copy to my office. I will work with you on your paper up to 48 hours in advance of its due date. It should be a minimum of **4 full pages** plus a works cited page – MLA, APA, or Chicago style citations. The plagiarism checker, Turnitin Originality, will be integrated with Brightspace at no cost to students and faculty. I DO NOT require you to submit this paper, but you may decide to do so. **And I may ask you to do so if I deem it necessary.**

Formal Presentation – SPEECH #1 – VALUE 30 POINTS – Brief informative presentation -- Your first graded speech is about a topic of your choice from your reading of *Flight* or *Feed*. **(5 minutes minimum-7 minutes maximum)**.

Formal Presentation -- SPEECH #2-- VALUE 50 POINTS – Persuasive “debate” – teams of 2 – *Each graded separately* --Each of you defends a different position on a policy issue. **Begin by introducing the topic, the sides, and why it is important**, e.g. **Should there be a free market for human organs?** I will provide a wide variety of policy issues. If your team has a different topic, talk to me and get written approval for your topic. Time –**9 minutes minimum-12 minutes maximum per person.** One minute video clips per person during the debate are OK.

Please consider making an appointment to use the Purdue Presentation Center in Beering 2294 in the Lamb School of Communication to practice your 2 graded speeches. You will receive 1-on-1 help from trained tutors and a video recording of your speech to assist you in delivering complex information.

Daily Schedule:

Aug. 24 M Introduction to the course and each other – read/discuss President Mitch Daniels's op. ed.

- “Is anyone ever wrong anymore?” (handed out **or read online** in class)
- 26 W Discuss Lon Fuller’s **Harvard Law Review** article, *The Case of the Speluncean Explorers*, **read online or in Brightspace before class and pick two Justices that you will paraphrase**. Pick 2-3 Malcolm Gladwell podcasts, *Revisionist History* to summarize Wednesday and Friday 28&31) – You will only summarize one but come to class with 2nd and 3rd choices in case someone else takes your 1st choice.
- 28 F 5-minute summaries of Gladwell – **NOT GRADED** ---- **RELAX**
- 31 M 5-minute Gladwell summaries cont.
- Sept.** 2 W Read Alexie, *Flight*, pages 1-65
- 4 F Alexie, pages 66-130
- 7 M Alexie, pages 131-end
- 9 W Discuss *Federalist* # 10 by James Madison (**read online BEFORE class**) and how to use it in the **Research Paper**
- 11 F Anderson, *Feed*, pages 3-72
- 14 M Anderson, pages 75-150 - **Choose/draw dates for SPEECH #1**
- 16 W Watch **in class** PBS, **Frontline**, *In the Age of AI*
- 18 F Anderson, pages 151-236 -**Discuss *Feed* and *Flight* and expectations of Speech # 1**
- 21 M Anderson, pages 237-299 and watch (**in class**) Nicholas Carr’s speech at 2018 *Dawn or Doom*
- 23 W Discussion of Robert Frost’s poem “The Road Not Taken” and Gwendolyn Brooks’s poem “Sadie & Maud” **Read online in class**
- 25 F **IMPROMPTU SPEECHES** – MAY EARN 0-4 BONUS POINTS
- 28 M **IMPROMPTU SPEECHES** continued
- 30 W In class peer review of your **Research Paper** – Bring at least 2 pages and works cited page to class for other students to review and me to answer any of your questions
- Oct.** 2 F Kirkwood, *The Children*, page 4- middle of page 47
- 5 M Kirkwood, pages 47-end
- 7 W SPEECH # 1 – 7 students
- 9 F SPEECH # 1 – 7 students
- 12 M SPEECH # 1 – 7 students and review *Debate Topics list for Speech # 2*
- 14 W ***** RESEARCH PAPER DUE***** and discuss an excerpt from Thomas Hobbes’s *Leviathan* **handed out this day in class**
- 16 F SPEECH #1 – 5 students and watch **in class** Mary Fischer, “A Whisper of Aids” speech
- 19 M SPEECH # 1 – 4 students and discuss Eli Saslow, “Breaking America: Nothing on This Page is Real” **read online before class**
- 21 W Walls, *The Glass Castle*, pages, 3-72 and **Choose/draw for dates for Speech # 2 – Debate**
- 23 F Walls, pages, 73-125
- 26 M Watch **in class** PBS, **Frontline**, *The Facebook Dilemma*, **part 1**
- 28 W Walls, pages, 129-217
- 30 F Walls, pages, 218-288 and **discuss online assignment for the end of the semester**
- Nov.** 2 M DEBATE – 2 TEAMS
- 4 W DEBATE – 2 TEAMS
- 6 F DEBATE – 2 TEAMS
- 9 M DEBATE – 2 TEAMS
- 11 W Douglass, *Narrative*, Preface-page 34
- 13 F Douglass, *Narrative*, 35-69
- 16 M DEBATE – 2 TEAMS
- 18 W DEBATE – 2 TEAMS
- 20 F DEBATE – 2 TEAMS
- 23 M DEBATE – 1 TEAM and Malcolm Gladwell – “Small Change” – *New Yorker*, Oct. 4, 2010 **read online or in Brightspace before class**

THANKSGIVING HOLIDAY AND ONLINE LEARNING BEGINS

Essay/discussion – value 20 points – can be done by yourself or with 1 or 2 partners – your choice. Turned in to me via e-mail by Thursday, December 10, 2020 by 5:00 pm Lafayette time. You can bullet point some of your response when you are referring to specific examples from what we read or saw.

Watch **either** PBS, Frontline, *Amazon: The Rise and Reign of Jeff Bezos* **or** the 2004 movie, *Eternal Sunshine of the Spotless Mind* **or** the 1998 movie, *The Truman Show*. Your discussion will use specific examples from at least 5 things we either read or watched during the semester: What seemed “familiar” and why/how? Your grade will be based on your insights and examples from both the documentary/movie and our class assignments.

“Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, National origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran.” (See Purdue “Nondiscrimination Policy Statement” – please familiarize yourself with this policy. See https://www.purdue.edu/purdue/ea_eou_statement.php). We will conduct class based on the precept of universal human dignity.

**** Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. Please provide me with a “letter of accommodation” at your earliest opportunity. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Academic Integrity – It's really pretty simple – do your own work. Read the Purdue Honor Pledge and University Senate Document 72-18, December 15, 1972 which reads, in part, “cheating, lying, and deceit in any of their diverse forms (such as the use of illegal cribs, plagiarism, and copying during examinations) is dishonest.... Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest.” **Any dishonest behavior will result in a 0 for that assignment and, at my discretion, may result in a failing grade for the course and referral to the Office of the Dean of Students for further action. Students can report issues of academic integrity that they observe either through the Office of the dean of Students, call 765-494-8778 or email: integrity@purdue.edu**

If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, contact Counseling and Psychological Services (CAPS) at 765-494-6995 and <http://www.purdue.edu/caps/> during and after hours, weekends and holidays. Counselors are available during business hours in the Purdue University Student Health Center on the second floor of Purdue University Student Health Center (PUSH).